

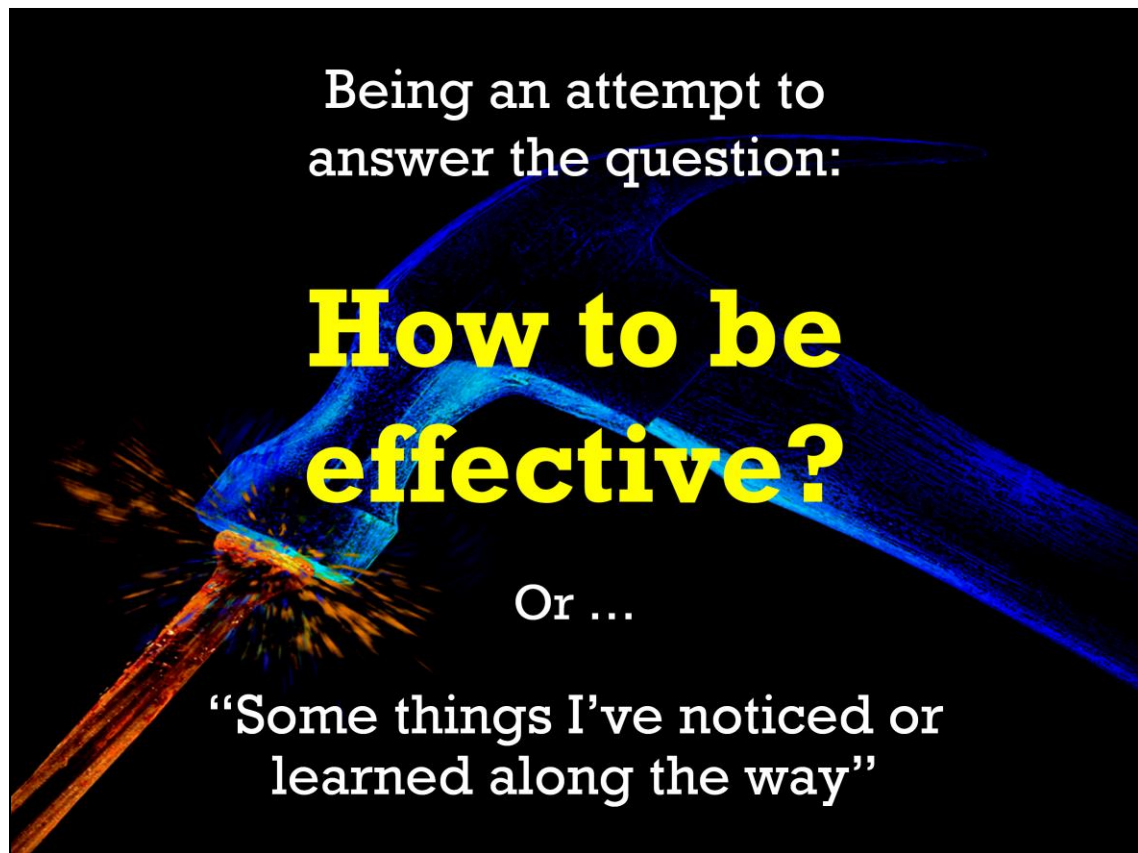
1. Thank you to Colleen and the USL for inviting me
2. Thanks to Colleen and Jessica for being on today as producers
3. There is a LOT of info today
4. My goal is to present a variety of concepts, tools, techniques that might be useful to you – a schmorgasbord –things you can circle back and delve more deeply into
5. The complete ppt will be posted along with the recording – and the text of my talk will be available in the notes field – so you'll have an opportunity to download and revisit, and explore at your leisure.



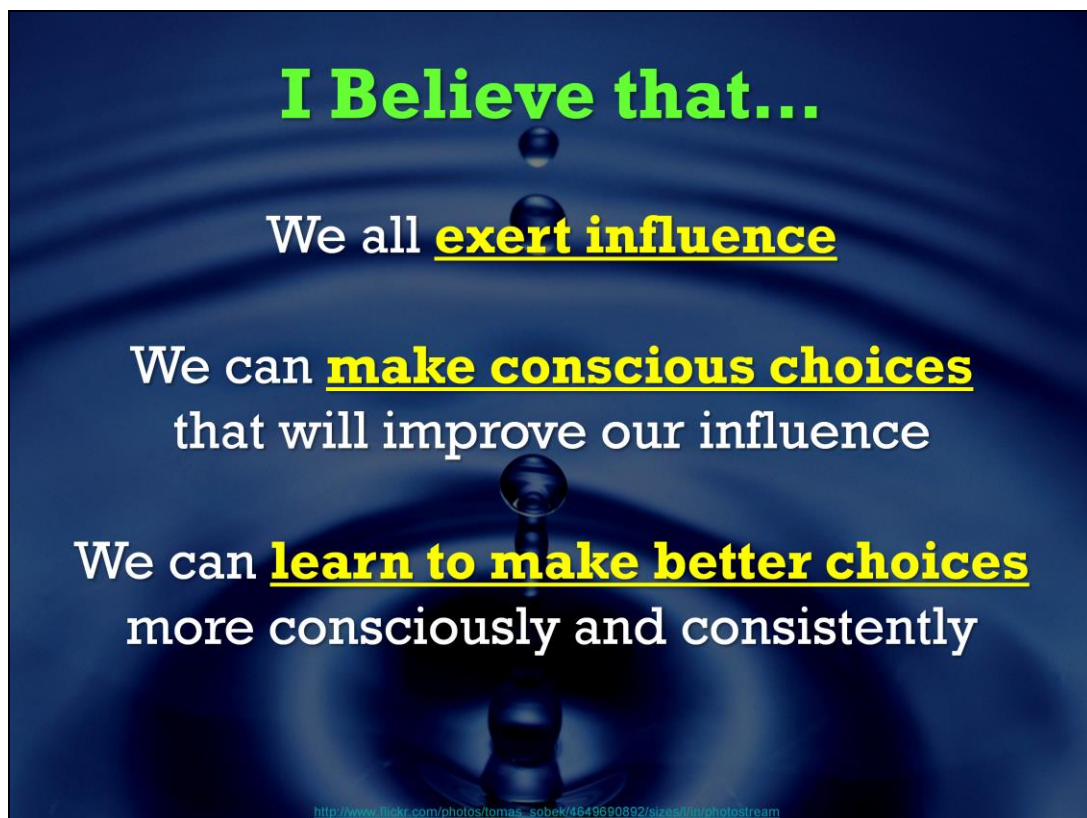
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1. Being an attempt to answer the question: How to be effective?
2. Or ... “Some things I’ve noticed or learned along the way”



1. I believe:
2. We all exert influence. We're influencing all the time. It might be consciously directed, or it might not be consciously directed, but it is easy enough to observe that we are in a continual dance of influence with each other. [i.e. if the boss comes into a work in a bad mood...]
3. We affect each other through our words, actions, facial expressions, body language, etc.
4. The choices we make determine the quality and degree of influence.
5. We can make better choices that will increase our influence.
6. We can LEARN to make better choices: Consciously and Consistently
7. Learning to make better choices requires increased awareness and a practice of reflection.
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So today we'll be talking a bit about

1. Social and Emotional Intelligence
 1. Related competencies
 2. Biology of EQ: Neuroscience/Nervous System
 3. Value of Mindfulness or "Attention Training" in developing these competencies
2. Communication
 1. How high social/emotional intelligence relates to our ability to communicate effectively
 2. Listening, empathizing, persuading
3. Coaching Model for
 1. Clarity of thought and perception
 2. Getting into action
 3. Assessing and learning from results

I Believe that...

**Higher emotional and social
Intelligence correlates with our
ability to have positive influence in
the world and...**

**These competencies
can be developed.**

I'd like to ask, why are we here today?

Why Are We Here Today?



I'm here

Why Are We Here Today?

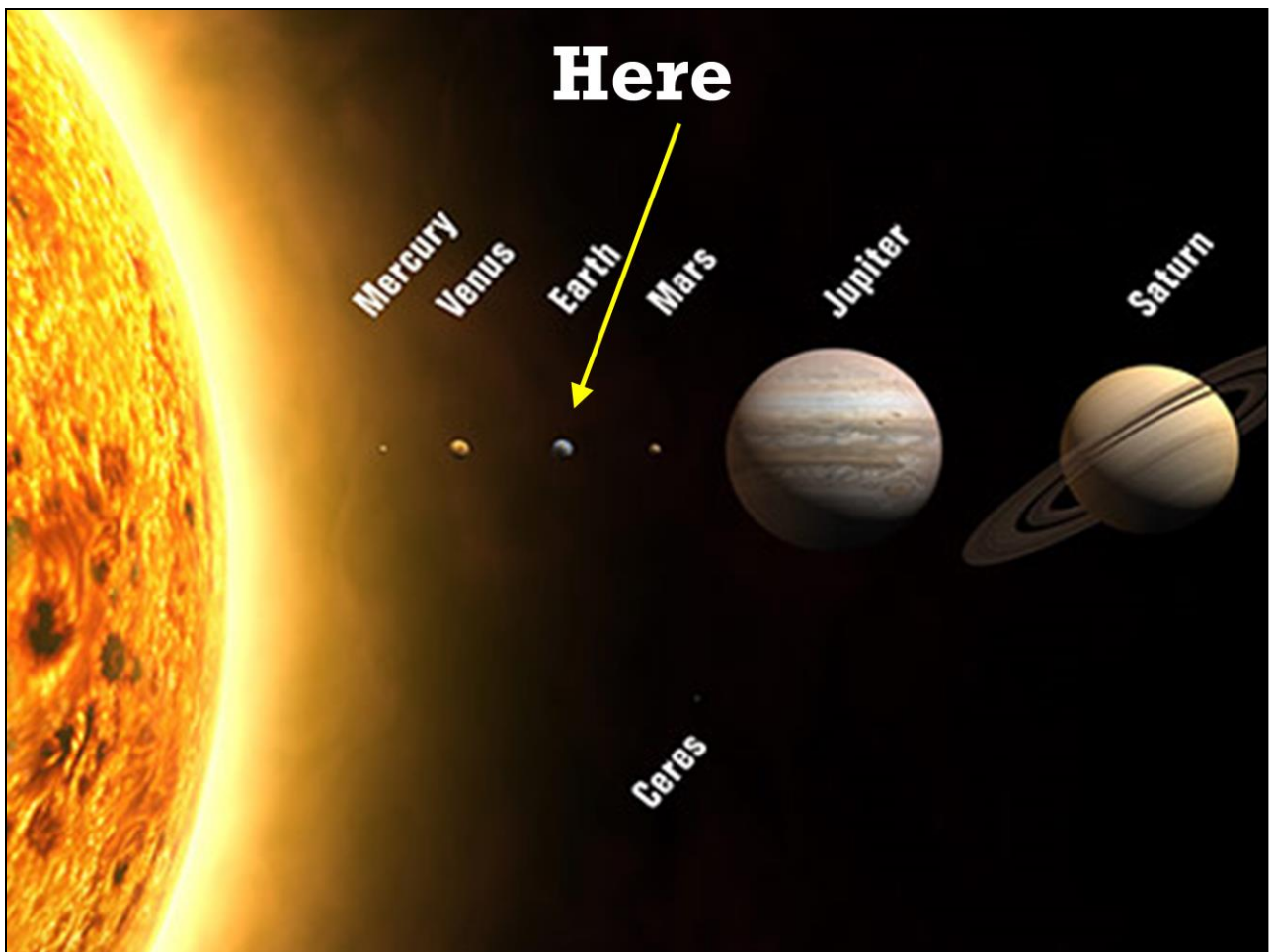


I'm here

Why Are We Here Today?



Together, we're here: 3rd planet from the sun



So I will ask again: Why are we here today? Because

1. Life is short
2. Our time together is precious
3. I want to use my time here to make a difference
4. I want to be awake and fully present
5. Enrich my life and the lives of those around me.
6. I, like you, choose to do that **through** library service.
7. [segue to why are YOU here today]

Why Are We Here Today?



1. Ask attendees what motivated them to sign up for this workshop?

2. Prompt:

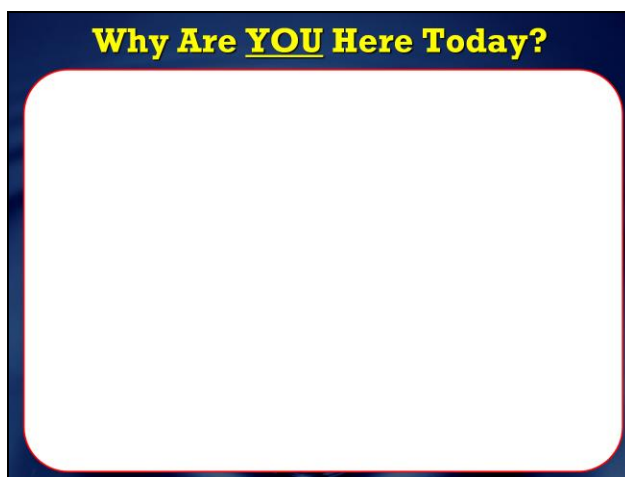
1. will give you some new idea, some new tool, some new perspective, that will help you be more effective?
2. That will help you create a more perfect library – which will improve more people's lives?

3. That's big. That's noble! We're not selling widgets, we're helping people learn and grow. We're helping strengthen communities.

4. So, I'm guessing that:

1. There is a wanting to learn, to grow, personally, and that learning will result in better library service,
2. Perhaps a happier, healthier workplace, right?
3. So take a moment to not only get in touch with what is true for you and share it on the whiteboard

5. [invite writing on the whiteboard Invite others to speak.]



1. Think about someone who has influenced you in your life.
Someone who has had a positive impact.

1. In chat or on the white board type who they were in relationship to you? (teacher, friend, parent, etc.)
2. In chat or on white board, type why they were influential. What about them or their behavior had a positive impact on your

2. Debrief on themes. So we've generated a good list of characteristics that related to how you were influenced. This is a good starting point. By reflecting on how you have been influenced and looking at these themes we start to create a shared context and understanding of positive influence.

3. Debrief on how many "leaders" (as opposed to teachers and others in a "caring" role there are.

4. Notice What's missing from this list:

1. They publicly shamed me until I shaped up
2. Their effective use of sarcasm really made a difference in my life
3. They rolled their eyes when I was excited about the wrong thing, so I knew to go in a different direction
4. They lied to me and tricked me into doing the right thing.
5. They made me feel bad about myself which motivated me to change.
6. They threatened me.

Think about someone who has influenced you	
WHO?	CHARACTERISTICS?

[Segue is to Influence v. Authority]

Influence vs Authority

1. You do not need authority to wield influence
2. Positional authority doesn't guarantee that you can effectively influence
3. When we wield authority to compel behavior the most we can hope for is mere compliance. A low level of commitment, and one that does not correlate with sustainable, positive, change.

Influence v. Positional Authority



"I had no idea that history was being made. I was just tired of giving up."

~Rosa Parks

"A piece of spaghetti or a military unit can only be led from the front end."

- General George Patton



Influence is about the choices we make in the moment.

1. Those choices are influenced by
 1. What we want or need (what we see in the world not matching)
 2. Our value system (what we see not aligned with our values)
 3. Our perception of what is possible (do we have the competency? the courage? the resources)
2. But the truth is, we all exert influence, and **we are influencing each other all the time.**

Influence or Leadership?



"I had no idea that history was being made. I was just tired of giving up."

~Rosa Parks



1. If Influence is something we do, not something we are. And...
2. If Influence is situational. Then to be influential we must continually reflect on what we want, and on the choices we can make that move us toward or away from our preferred future.
3. It's simple to reflect on our choices and our behaviors and see that indeed we are influencing all of the time. For good or ill
4. So it becomes a question of:
 1. How consciously are we influencing
 2. How resourceful and competent are we in our efforts.

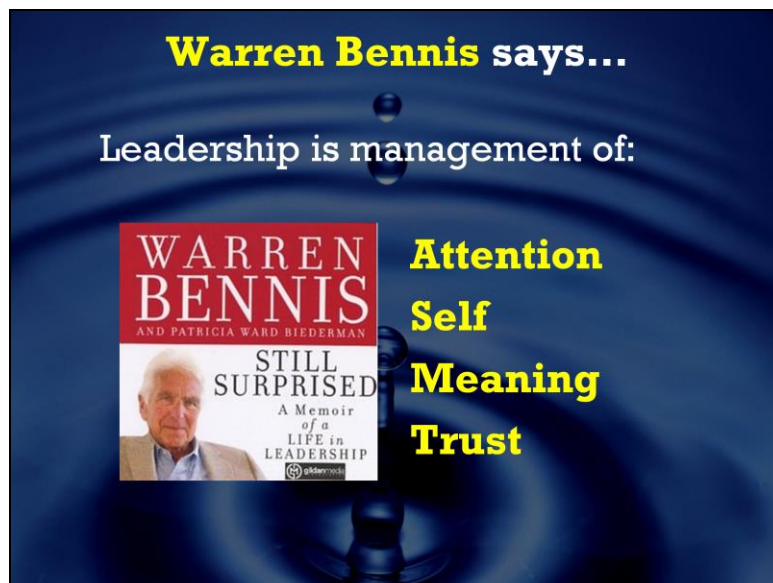
Influence is something we do
not something we (i.e. "a LEADER"
are or a position we hold.

Influence is situational.

It's about the choices we make
moment by moment that either move
things in the direction of a desired
goal or not.

If not, we can choose again.

1. **The recently deceased Warren Bennis**
2. **Bennis says that leadership is management of:**
 1. Attention
 2. Meaning
 3. Trust
 4. Self
3. **Notice that even in this definition of leadership by one of the leading voices in the field of leadership -- none of these require a position of authority or power**
4. Note also the title of his memoir “still surprised”. I love this because it suggests that no matter where you are in your development as a leader, if you’re doing it right, you’re going to continually open to new ideas, new methods, new experiences. It’s not about figuring it out and having all of the answers. It’s about being in a state of openness, which is a learning orientation which makes space for surprise.



1. [Review Bennis' four quadrants]
 1. Management of Attention
 2. Of self
 3. Of meaning
 4. Of Trust
2. Bennis' definition of leadership is very similar to what has come to be known more recently as some of the core elements of emotional intelligence

Attention

Do you consciously direct your attention and focus it in ways that help you direct energy effectively?

Self

Are you tuned into, and take responsibility for your needs, wants, behaviors, and emotions?

Meaning

Do you distinguish between the data you observe and the meaning you create?

Trust

**Are your values, words, and actions congruent?
Does your behavior generally inspire the trust of others?**

Invite them to think about those who have influence – and themselves when they have been at their best]

1. **There are a variety of definitions of Emotional Intelligence, but I think Daniel Goleman's is a great one. Goleman suggests that emotional intelligence consists of being competent in four areas:**
2. Quadrants are broken up by Inner/outer focus and Awareness and Management. Thus
 1. Self Awareness
 2. Self Management
 3. Social Awareness
 4. Social Management
3. **Emotional Intelligence is rooted in self-awareness and empathy**
 1. First, you must know yourself, and be tuned in to what's happening internally.
 2. Second, you must be able to empathize and **be curious** about and open to the experience of others.



“Let’s Review the competencies” As we do note which two or three you are highest in, and which 2 or three you would like grow your ability.

Self Awareness

1. Emotional Awareness: Recognizing one's emotions and their effects.
2. Accurate Self-assessment: Knowing one's strengths and limits.
3. Self-confidence: A strong sense of one's self-worth and capacities.
4. Note: The value of doing various personality assessments (strengthfinder, disc) and 360s

Self Management

1. Self-Control: Keep disruptive emotions and impulses in check.
2. Trustworthiness: Honesty and integrity.
3. Conscientiousness: Taking responsibility for personal performance.
4. Adaptability: Flexible in handling change

Social Awareness

1. Empathy: Sense others' feelings and perspectives; take interest in their concerns.
2. Service Orientation: Have an honest desire to meet the needs of others.
3. Org. Awareness: Read a group's emotional currents and power relationships

Relationship Management

1. Communication: Listen openly. Express clearly.
2. Conflict Management: Negotiate and resolve disagreements.
3. Change Catalyst: Initiate or manage change.
4. Build bonds: Nurture and foster relationships.
5. Collaborate and Inspire



1. [Debrief in chat or in audio on strengths and areas for growth]
2. [Do overlay and ask them to mark green for strongest, blue for growth?]
3. Segue to emotional contagion



Discuss emotional contagion

1. Emotional contagion spreads in milliseconds, below conscious recognition
2. Research has suggested that negative emotions are stronger than positive emotions. As a result, we would suspect that the contagion of negative emotion ignites a stronger neural sequence than positive emotions. Arousal of strong negative emotions stimulates the Sympathetic Nervous System, which inhibits access to existing neural circuits and invokes cognitive, emotional, and perceptual impairment.
3. A contagion of positive emotions seems to arouse the Parasympathetic Nervous System, which stimulates adult neurogenesis (i.e., growth of new neurons) (Erickson et. al., 1998), a sense of well being, better immune system functioning, and cognitive, emotional, and perceptual openness.
4. In an organizational environment, the higher up you are on the org chart, the more “contagious” you are likely to be.
5. The implication of these results is that, if we want to raise the group IQ and foster a positive and functional work environment, we bear responsibility for knowing what we are feeling and therefore, managing the contagion that we infect in others. This requires a heightened emotional self-awareness.
6. This means having techniques to notice the feelings (i.e., know that you are having feelings and become aware of them), label or understand what they are (i.e., giving a label to vague or gnawing sensations), and then signal ourselves that we should do something to change our mood and state. Merely saying to yourself that you will “put on a happy face” does not hide the fast and unconscious transmission of your real feelings to others around you. In fact, it can damage trust as people can sense that the incongruence.
7. Boyatzis writes, **“Being able to change your internal state might be one of the most powerful techniques you learn in becoming an effective leader— one who inspires others to learn, adapt and perform at their best.”** Citation:

<http://liveybusinessjournal.com/topics/leadership/neuroscience-and-leadership-the-promise-of-insights#.U0loMqJV2lc>



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1. “Being able to change your internal state might be one of the most powerful techniques you learn in becoming an effective leader—one who inspires others to learn, adapt and perform at their best.”
-Richard Boyatzis
2. Simply be bringing a sense of hope, optimism, playfulness, kindness to organizational conversations and interactions you can literally increase the cognitive, creative, and emotional capacities of others. True Story. There’s a free 8 week online course led by Richard Boyatzis that goes into this much more deeply. I highly recommend. Ping me if you want more info

The Influence of Emotional Contagion



“Being able to change your internal state might be one of the most powerful techniques you learn in becoming an effective leader—one who inspires others to learn, adapt and perform at their best.”

-Richard Boyatzis, author of Primal Leadership and Becoming a Resonant Leader

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1. There's a free 8 week online course led by Richard Boyatzis that goes into this much more deeply. I highly recommend. Ping me if you want more info.
2. Course URL: <https://www.coursera.org/course/lead-ei>

Free Coursera Course: **Inspiring Leadership through** **Emotional Intelligence**



Richard Boyatzis

Distinguished University Professor, and a Professor in the
Departments of Organizational Behavior, Psychology, and
Cognitive Science

Case Western Reserve University

<https://www.coursera.org/course/lead-ei>

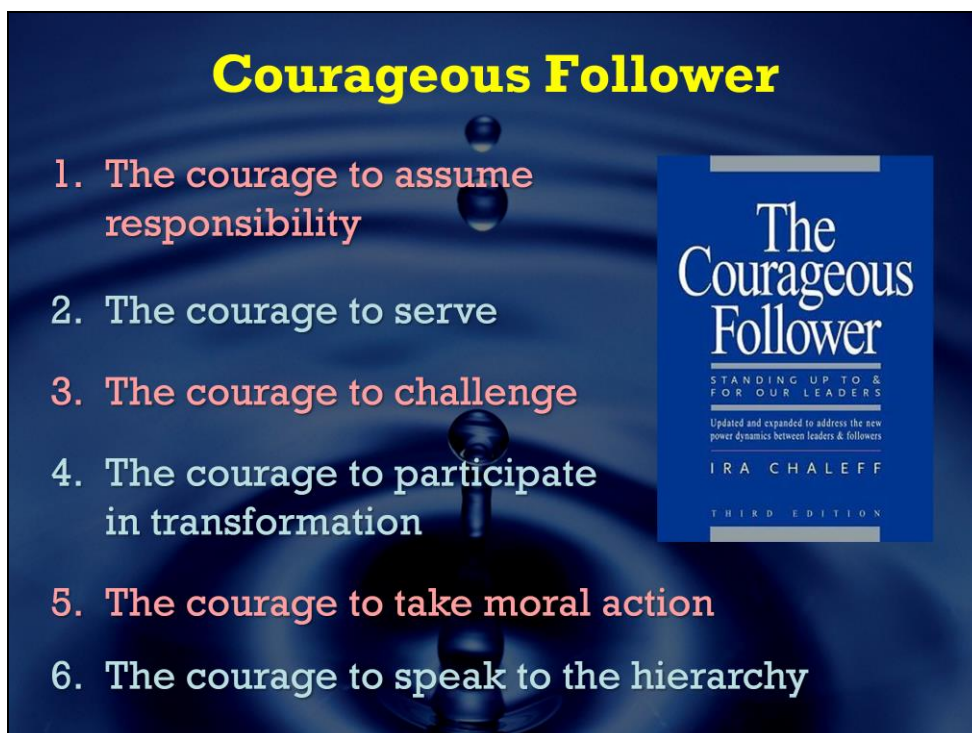
Led by Richard Boyatzis, Professor, Case Western Reserve
author of *Primal Leadership* and *Becoming a Resonant Leader*

1. “Learning to manage emotions is not ‘soft stuff’. Being highly attuned to emotions, developing awareness, and the ability to effectively direct your energy, does not always mean being “nice”. It’s not about being touchy feely.
2. In fact, being emotionally and socially intelligent means being honest and direct. Owning your observations, wants, visions of preferred reality.
3. It always means having a low tolerance for cynicism and passivity (especially in oneself_ and learning how to gently hold others (and ourselves) accountable for problematic behaviors, in a way that is compassionate and also developmental – challenging and inspiring others and ourselves to play a bigger game – and connect to the importance of what we do.
4. I fear sometimes members of our profession, and our organizational cultures, put too much value on being “nice”
5. An overemphasis on “nice” can result in a **lack of direct communication and honest feedback and dialogue.**
6. To commit to being self aware, and responsible for your actions, while also being empathetic, supportive, and firm with others – especially our bosses – takes courage.



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1. Ira Chaleff's book, "The Courageous Follower" (subtitled, standing up to and for our leaders) is a wonderful book that explores various dimensions of courage and how those without positional power can exhibit positive influence.
2. **The courage to assume responsibility** – responsibility for the organization and responsibility for one's self. To have this kind of courage you must stop viewing the leader-follower relationship as a type of parent-child or teacher-pupil relationship.
3. **The courage to serve** – not being afraid of the hard work required to serve a leader.
4. **The courage to challenge** – the willingness to voice concern when a leader's or group's behaviors or policies conflict with the follower's sense of what is right.
5. **The courage to participate in transformation** – being willing to champion the need for change and to stay with the organization and leader as they mutually struggle to make real change.
6. **The courage to take moral action** – the willingness to take a stand that is different from their leader. Not shying from holding themselves, the leader, and the organization to a set of higher standards and values.
7. **The courage to speak to the hierarchy** – regardless of one's title, a courageous follower is one that is willing to speak to anyone above in the hierarchy.



1. Ira Chaleff's definition of followership includes:
 1. Common purpose
 2. Shared values
2. This gets closer to my definition of leadership

Courageous Followership

“Followers don’t serve leaders. Both followers and leaders serve a common purpose, serve a vision. And they do it within a set of shared values.”

-Ira Chaleff

Emergent Leaders (AKA Influencers)

- No formal authority
- Motivate others
- Initiate new ideas
- Seek others' opinions
- Are passionate and involved



(Emergent Leadership concept from Peter Northouse)

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Emergent Leaders: (Peter Northouse)

1. No formal authority
 2. Motivate others
 3. Initiate new ideas
 4. Seek others' opinions
 5. Are passionate and involved
-
1. This is the kind of employees that organizations need to be successful in a world of great change – where the pace of change continues to accelerate.
 2. Organizations needed to flatten their hierarchies to become more nimble and flexible organizations – and thus need employees who are empowered, and willing to consciously embrace their role as influencers.

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Emergent Leaders

“I’ll just keep going
until someone tells
me to dial it back.”



-Lindsey is a great example of Emergent Leadership

-**“I’ll just keep going until someone tells me to dial it back.”**

-And if someone tells you to dial it back?

Emergent Leaders

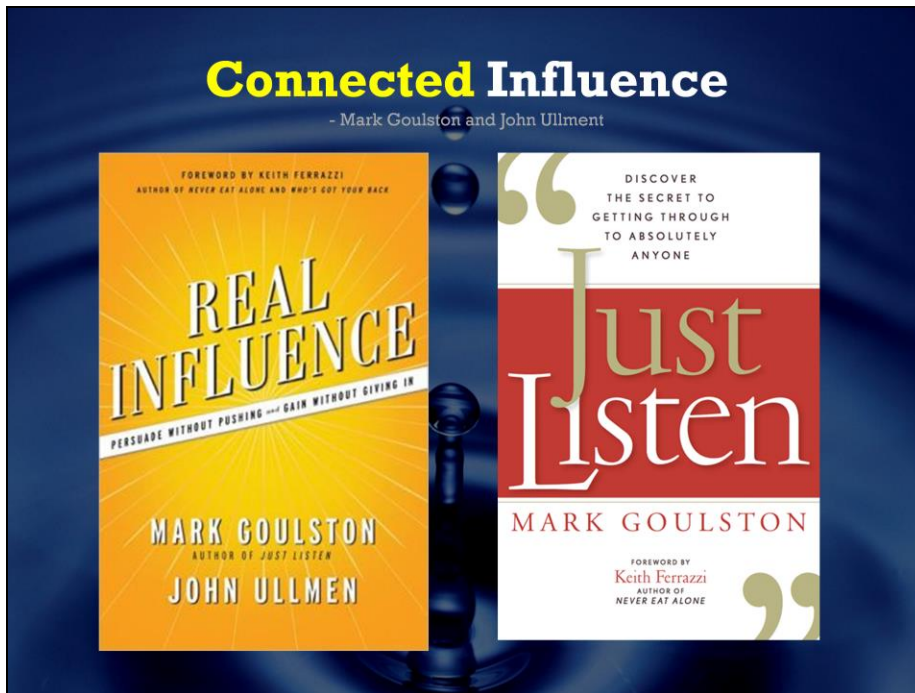
**“I’ll just keep going
until someone tells
me to dial it back.”**

*And what will you do
if someone tells you
to dial it back?*

“I’ll still keep going”



1. I asked Lindsey what should we do if someone told her to dial it back. She responded, “I’ll still keep going.”



1. I highly recommend “**Real Influence**” by Mark Goulston and John Ullmen as a practical , ethical, and deeply grounded guide on how to develop your influencing skills
2. It’s not like some books on influence which tend to focus more on the psychology of persuasion and shade towards instruction manuals on manipulation.
3. One thing I like about Goulston and Ullmen is their concept of **connected influence**. That we have to truly be able to empathize and connect with others if we are to have any positive influence.
4. Goulston suggests that there are three “traps” that prevent us from connecting with others, and therefore increasing our capacity for positive influence.

**“You cannot antagonize
and influence at the
same time.”**

- J.S. Knox

**You cannot antagonize and influence at the same time -JS
Knox**

1. Goulston suggests that we tend to be stuck in a place called “your here”

Your Here



<http://justinmaier.com/2006/05/09/amazing-3d-art-by-julian-beaver/>

1. “Your here” is when you are stuck in your own perspective and viewpoint, and invest energy in protecting it.
2. To influence others, we need to get out of our “here” and go to...
3. **[click]**

Their There



<http://justinmaier.com/2006/05/09/amazing-3d-art-by-julian-bever/>

1. “Their There”
2. ... Get curious and try to see things from the others’ perspective:
3. Try to see things from “their there”. Try to see things from another’s point of view
4. Now, there **are three main traps** that keep us in “you’re here”; that keep us disconnected



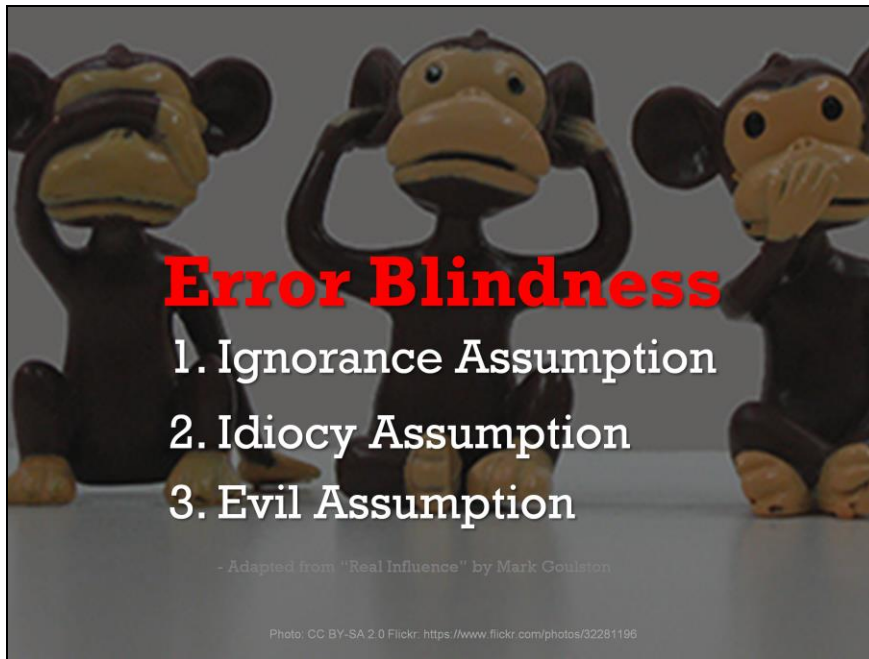
1. Fight or Flight: thinking gets distorted, your emotions run high, and your behaviors become primitive.

1. The amygdala triggers the HPA (hypothalamic-pituitary-adrenal) axis and hijacks the rational brain.
2. This emotional brain activity processes information milliseconds earlier than the rational brain so when we perceive threat or danger the amygdala will act before the neocortex can even get involved.
3. This can result in our acting irrationally and destructively. Think, "Road Rage".
4. We get a "fight or flight" instruction from our brain before we even have a chance to rationally process...
5. Heart Rate and blood pressure go up
6. Blood goes away from brain to our limbs (getting ready to kick you in the shins, run away, or both)
7. So you're not connecting with people logically, and you're not connecting with them emotionally. Instead, you're cornered in your here, **and you want to either escape from the people who are upsetting you or hurt them.**

2. Habit Handicap:

1. Habit handicap— we tend to do what we're used to doing, the way we're used to doing it, usually blind to the fact that what we are doing may not be appropriate to the situation. Driving to work in the morning instead the doctor's office when you have an appointment is one example
2. We overuse our default style. Whether that's being assertive when accommodation is called for, or being passive when action is called for.
3. Like an eskimo in mukluks visiting Miami.

Goulston, Mark; Ullmen, John (2013-01-02). Real Influence: Persuade Without Pushing and Gain Without Giving In (Kindle Locations 427-429). AMACOM. Kindle Edition.



1. **Error Blindness: We're tempted to make a sequence of assumptions about our counterparts.**
 1. **Ignorance Assumption:** They don't know it and it needs to be explained
 2. **The idiocy assumption:** They're not smart enough, and it needs to be explained again.
 3. **The evil assumption:** They're working against us.
2. **Each of these assumptions keeps you locked into "you're here", and prevents you from going to "their there".**
 1. Still worse, the disrespectful actions and the resentful attitude you take based on these assumptions can damage your relationships and reputation.
3. Goulston and Ullmen have found that **the best influencers aren't forceful persuaders.** They are **inspirational.** The **call us toward possibility**
4. Goulston stresses that "Connected Influence" is not a collection of strategies to manipulate people, it is a model for a new way of acting.



1. Here are just a few steps that they recommend:
2. **Go for great outcomes** (don't win arguments, win hearts and minds. Joint solutions that meet everyone's needs)
 1. Great results
 2. Great reputation
 3. Great relationships
3. **Be Influencable**
 1. **Be willing to be wrong** in whole or in part; to learn and appreciate the alternate perspective
 2. **Don't let your good intentions be a blind spot.** Don't confuse pure motives with being right. (fundamental attribution error)
 3. **Practice becoming aware of stress** and recognizing amygdala hijack. (Practicing Mindfulness Meditation is key)
4. **Engage them in their there.**
 1. Be curious about their perspective
 2. **Use advocacy and inquiry** to understand their there, and help them understand you're here.
 3. How to use Advocacy and Inquiry effectively is covered beautifully

in the book Difficult Conversations

A word about difficult conversations:

1. When we choose **not to hold others accountable** we are choosing to trade short term discomfort for long term dysfunction.
2. **Our ability to effectively exert influence is deeply tied to our ability to communicate effectively, especially when we are faced with the challenge of navigating disagreement and conflict.**
3. Unfortunately, our brains are wired such that any perception of conflict or danger tends to stress us out and our brain activity shifts from the neocortex (thinking/analytical processes), to our amygdala.
4. This can result in a phenomena known as “Amygdala hijack”. In short, under stress a number of things happen in our brain and in our nervous system that puts us into fight or flight. Not only does our heart rate and blood pressure goes up, but the part of our brain that can think and empathize shuts down and our entire system prepares to kick some one in the shins, run away or both.
5. The more we can reframe a “difficult conversation” as non-threatening and not stressful, the more focused, logical, and empathetic we will be in the moment. We will have greater cognitive, creative and emotional capacity.

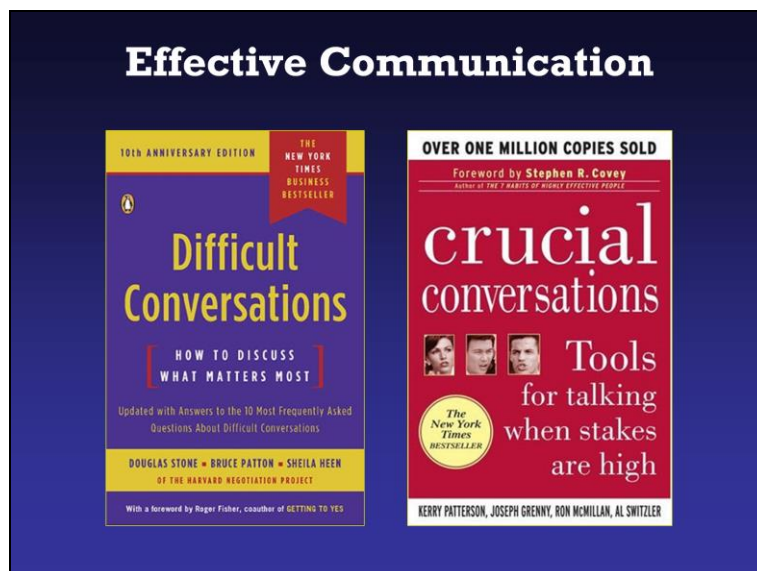


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1. **Using advocacy and inquiry are not usually natural skills for us – especially not natural when we’re under stress.**
2. **And yet, so much of our ability to influence is about how we communicate, and whether we can regularly practice these skills.**
3. Unfortunately, the more stressful the situation, the more prone we are as fight/flight kicks in.
4. So... when the stakes are highest we are least likely to communicate effectively.
5. The good news: **We can learn to communicate more effectively.**

TWO BOOK RECOMMENDATIONS THAT CAN HELP YOU DEVELOP PRACTICAL COMMUNICATION SKILLS

- **Difficult Conversations and Crucial Conversations.** (the skills that these books teach are highly transferable, and can improve your ability to have positive influence in many situations)
1. **While it can take courage to actively speak up and engage in “difficult” or “crucial conversations”,** it can be easier when we have a basic model or script to follow. The models and principles in these books can help you script out your interaction and help you express yourself in a way that will reduce defensiveness and increase openness and curiosity for both you and the receiver.
 2. Ask if anyone has used “difficult conversation” or “crucial conversations” Experience with it?



1. Here is a basic model that can help you increase your influence in a way that is deeply grounded in the principles of emotional and social intelligence.
2. [review the model]

Effective Communication

Competently Navigating Conflict

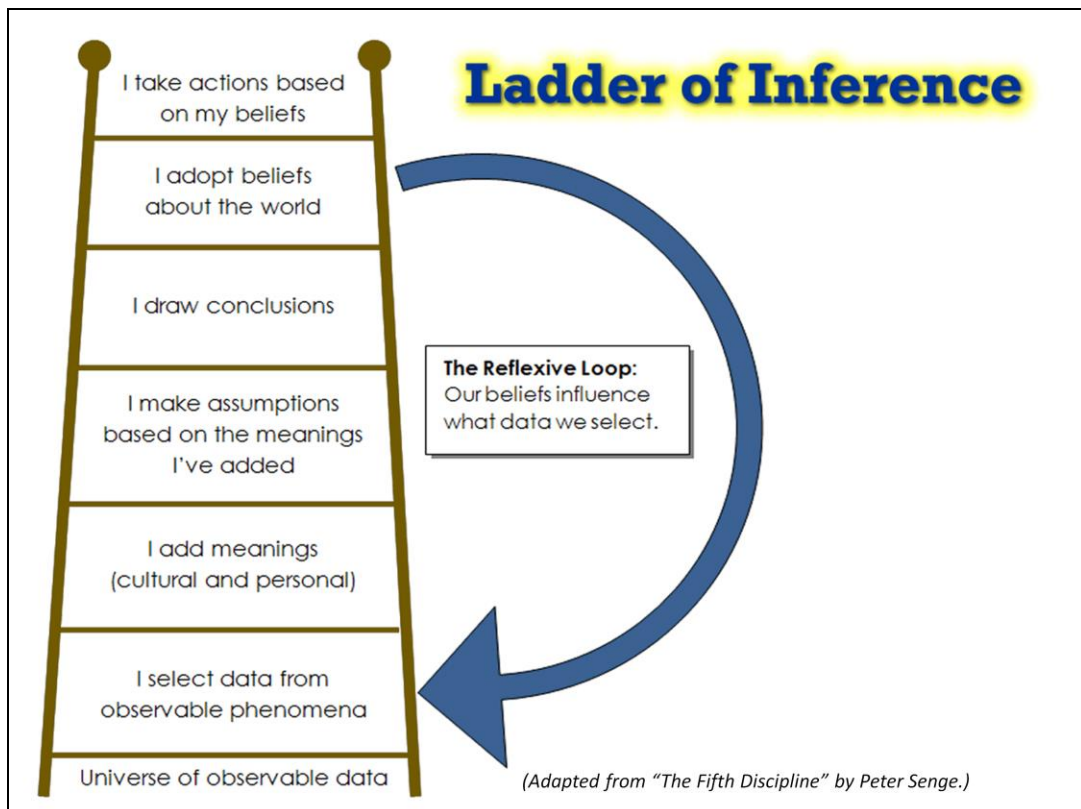
1. Clarify Your Thoughts

- a. IDENTIFY THE FACTS: What Happened?
- b. OWN THE MEANING: What story did we tell ourselves about what happened?

2. Engage in conversation *(based on "Difficult Conversations", Stone and Patton)*

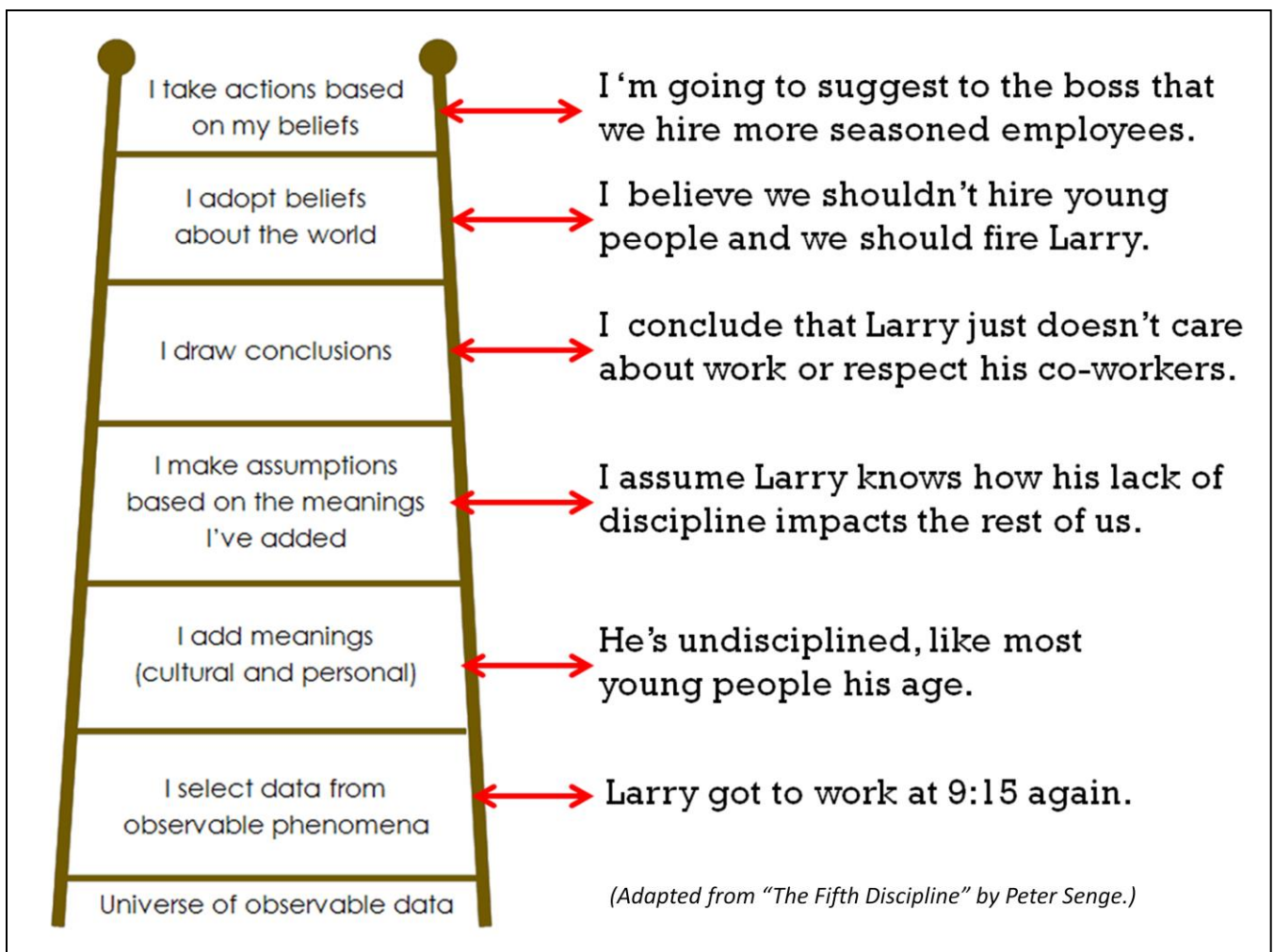
- a. Move from blame → contribution
- b. Move from certainty → curiosity
- c. Separate impact from intent
- d. Use advocacy and inquiry
- e. Design joint solutions

1. A useful tool for “Clarifying your thoughts” is the “Ladder of Inference”
2. This can help us slow down our thought process and identify areas of belief and assumption that may or may not be true – it can help us become aware of when we are jumping to quickly to judgment.
3. And when we approach others with judgment or accusation, they invest their energy in defense or attack (go to fight/flight), making them less likely to hear our message. (Ask them to self-reflect if that’s true for them.)
4. However when we approach someone by sharing, openly and clearly, what we have observed, and what meaning we’re giving those observations – and then use inquiry to be curious about “so what’s your perspective on this?”, they don’t go to fight or flight and they are more likely to engage with us in a dialogue and be open to sharing their thoughts and designing a joint solution.
5. One hallmark of cognitive intelligence is the ability to clearly perceive the world, and separate the data we perceive from the meaning we give it. The ladder is a tool that helps us do that.
6. [Review the ladder. -- If there’s time] (**Adapted from “The Fifth Discipline” by Peter Senge.**)



(Adapted from “The Fifth Discipline” by Peter Senge.)

1. Using the ladder of inference helps us clarify our thinking and avoid the basic cognitive error of conflating the world with our belief or judgment.
2. When our filters and judgments are separated from the “what happened” part of the conversation, others are free to respond without investing energy in defensiveness. The ladder helps us enter a state of curiosity about the other’s perceptions, and we can coach others down the ladder as well



Using the Ladder of Inference also helps us “DELIVER THE MESSAGE WITHOUT THE LOAD” (FROM FIERCE CONVERSATIONS BY Susan Scott)

What is “The Load”?

1. The load is the negative meta-communication we sometimes deliver when we communicate with others.
2. The load can get in the way of our deeper message and make it difficult for others to respond to our needs or requests because we are triggering negative emotional responses with our tone, our body language, the words we use, or other behaviors that antagonize and distract; this includes implied meanings, “digs”, passive-aggressive comments, threats, etc.
3. While we never have total control over others’ reactions, we can positively or negatively influence their ability to hear us and respond thoughtfully.
4. Here are a number of common “loads” to be aware of. Be mindful to eliminate them from your conversations and you may notice that others have less resistance and more willingness to engage in constructive dialogue.

[while we review, think about which of these you’ve engaged in or observed, and the affect it’s had you effective influence.]

Common Loads

1. Blaming
2. Name-calling or labeling
3. Sarcasm or dark humor
4. Exaggerating
5. Catastrophizing
6. Ridiculing
7. Mocking
8. Threatening
9. Gunnysacking
(referencing old issues/baggage)
10. Publicly shaming or diminishing
11. Rolling eyes or making other negative facial expressions
12. Ascribing motives
13. Silent treatment



14. Speaking in a disrespectful tone or other problematic tone of voice
15. Personalizing
16. Nitpicking
17. Denying any responsibility or contribution to the problem

1. Daniel Goleman also reports that in his research...
 1. “We often refuse to accept an idea merely because the tone of voice in which it has been expressed is unsympathetic to us.”
2. Has this been true in your experience?

The Importance of Emotion

“We often refuse to accept an idea **merely because the tone of voice** in which it has been expressed is unsympathetic to us.”

- Friedrich Nietzsche



image: hchrischmied.com/wp-content/uploads/2012/05/wont-listen.jpg

1. Daniel Goleman also reports that in his research...
2. “The people who had received positive feedback accompanied by negative emotional signals reported feeling worse about their performance than did the participants who had received good-natured negative feedback. In effect, the delivery was more important than the message itself.”

The Importance of Emotion

“The people who had received positive feedback accompanied by negative emotional signals reported **feeling worse** about their performance than did the participants who had received good-natured negative feedback.

In effect, **the delivery was more important than the message itself.**”

- Daniel Goleman & Richard Boyatzis, “Social Intelligence and the Biology of Leadership”



image: hchrischmied.com/wp-content/uploads/2012/05/wont-listen.jpg

A Parable: (we're librarians, so you know, I have to tell a story)

1. There once was a man chopping wood. Halfway through his task the axe broke, and wanting to complete the job he walked to his next door neighbor who he found in the kitchen. "May I borrow your axe? Mine just broke and I'd like to finish chopping my firewood." His neighbor replied, "No, I don't think so. I have to make soup." Confused, the man explained, "Oh, I don't need your help, just the axe. Soup has nothing to do with your axe." He neighbor paused and admitted, "Well, truth be told, I don't like you and so one excuse is as good as another."
2. *[click to "relationship trumps reason"]*

What do an axe and a bowl of soup have to do with each other?



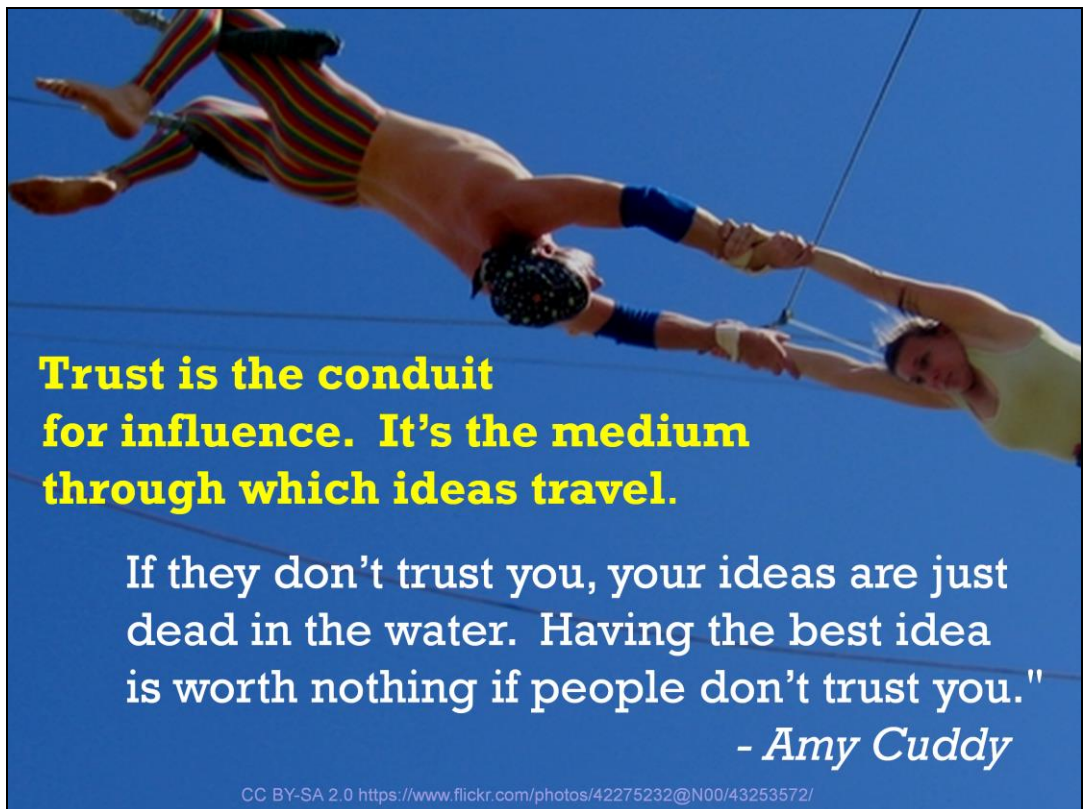
Axe photo: CC BY-NC-ND 2.0 www.flickr.com/photos/shaggyhill/5599951059/
Soup photo: CC BY-NC-ND 2.0 www.flickr.com/photos/21130538@N04/2448845969

Axe photo: CC BY-NC-ND 2.0 www.flickr.com/photos/shaggyhill/5599951059/ | Soup photo: CC BY-NC-ND 2.0 www.flickr.com/photos/21130538@N04/2448845969/

1. Professor [Jonathan Haidt](#), author of *The Righteous Mind: Why Good People are Divided by Politics and Religion* says that research shows that human beings are **willing to entertain new ideas and conflicting beliefs when we like the person sharing those ideas or beliefs.**
2. **Relationship trumps reason.** Engaging in a disagreement demands moving beyond building arguments and moving into building relationships. “
3. So building relationships over time will increase your influence.
4. This is true, no doubt, because, relationships also translate into trust..



1. And as Amy Cuddy says in her wonderful Ted Talk... **“Trust is the conduit for influence; it’s the medium through which ideas travel.”**
2. When we become adept at replacing judgments and assumptions with curiosity, others will feel valued and respected, **and in turn reward us with respect and trust.**



My ultimate goal in presenting in this webinar is go offer you some tools and concepts that you can use in real life situation – and expand the choices that you perceive as available to you in achieving your desired goals

1. Fundamentally, EQ, is about developing a mindfulness around our thoughts, our perceptions, and our actions. And this increased awareness leads us to have to a broader palette of choices, or what is referred to in the field of coaching, as a greater state of resourcefulness.
2. As we consciously and intentionally develop increased awareness, and a practice of reflection, we emerge from our trance states, and make more conscious choices about where and how we focus our attention. This literally creates new neural pathways in the brain.
3. This is about growing our awareness, and developing the skill of being more aware more often.
4. This skill can be developed by anyone through Practice.
5. I think of resourcefulness as a palette of choices
6. The more resourceful we are, the more clearly, broadly, deeply we see the colors available to us, as well as becoming more aware of our blind spots, our default modes of operating.



<http://www.flickr.com/photos/danisarda/4043404303/sizes//in/photostream/> (CC BY-NC-SA 2.0) Flickr user:
[~Oryctes~](#)

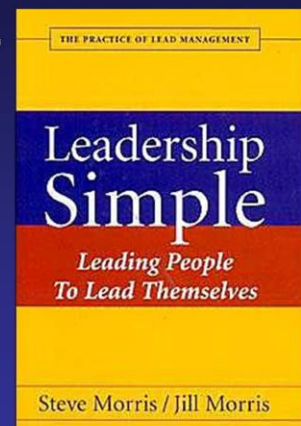
1. Following a simple coaching model is an effective way to increase our resourcefulness by gaining clarity about what we want, and getting into action (adapted from “Leadership Simple”)
2. The assumption in coaching: You are Creative and Resourceful
3. **A basic model that you can use:** (Journal answers to these questions)
 1. What do you want?
 2. What have you tried?
 3. What was the result?
 4. What else can you do?
 5. What **WILL** you do?
4. Assess what worked, and repeat the cycle.

Coaching → Awareness and Action



Assess what is, then ask...

1. What do you want?
2. What have you tried?
3. What was the result?
4. What else can you do?
5. What **WILL** you do?



Modified from Steve and Jill Morris' Leadership Simple

The magic ingredient: Accountability [next slide]

The magic ingredient is accountability...

1. In coaching, here's how accountability works: You tell someone else what you're going to do, and then ask them to follow up with you at a specific time to ask, "tell me what you did."
2. Simple! But highly effective. When we get specific about what we are going to do and when, and we know that someone will follow up with us about it, we tend to get into action...
3. You don't need to hire a professional coach – although if you're feeling a stuck a little coaching can quickly get you unstuck – but you can experience great results by simply agreeing to a coaching relationship with anyone who is willing to check in with you non-judgmentally, and ask,
 1. "so what did you do?"
 2. And what happened when you did?
 3. And what did you learn from that?
 4. What will you do next?"
4. Following this model, in combination with the other practices we've discussed to increase your clarity of thought and you eq/Sq competencies, can **yield dramatic results**, moving you forward towards your goals, while also increasing your sense of empowerment and agency, and creating a positive spiral of learning and optimism for you and those around you.
5. I encourage you to form an accountability relationship with a trusted colleague or friend.

Coaching → Awareness and Action

1. What do you want?
2. What have you tried?
3. **Accountability**
4. What else can you do?
5. What **WILL** you do?

THE PRACTICE OF LEAD MANAGEMENT

Leadership Simple
Leading People To Lead Themselves

Steve Morris / Jill Morris

Modified from Steve and Jill Morris' [Leadership Simple](#)

Another element of coaching is to reflect on a variety of provocative questions that are designed to increase our awareness and expand our palette of choices by reframing what we perceive as possible

Here are just a few:

QUESTIONS

1. What result do I want?
2. Where is my attention focused?
3. What else could this mean?
4. What resources are available?
5. What's stopping me?
6. What assumptions am I making?
7. What have I tried?
8. What actions can I take?
9. What action WILL I commit to?
10. Did that move me in the right direction?

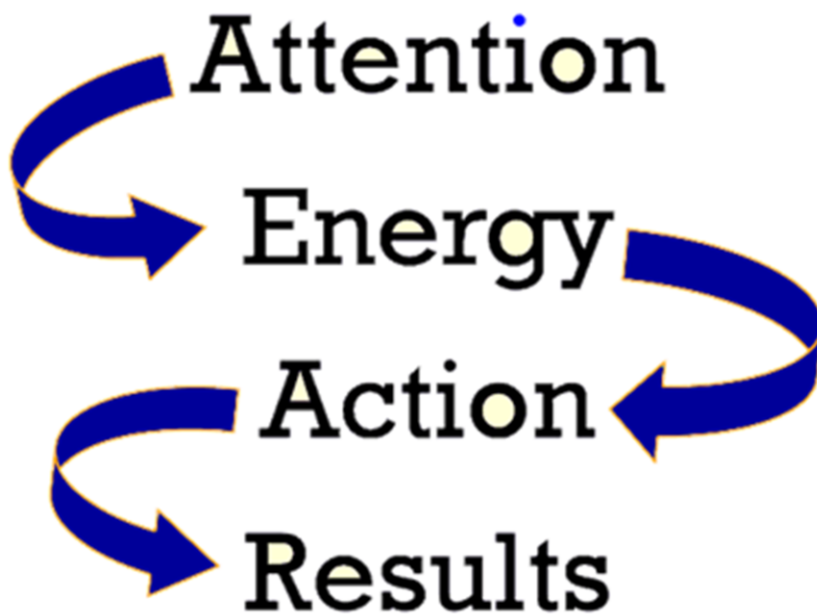
QUESTIONS ARE AN EFFECTIVE WAY OF FOCUSING OUR ATTENTION...

Provocative Questions

- What result do I want?
- Where is my attention focused?
- What else could this mean?
- What resources are available?
- What's stopping me?
- What assumptions am I making?
- What have I tried?
- What actions can I take?
- **What action WILL I commit to?**
- **Did that move me in the right direction?**

1. And our focused attention goes, so goes our energy
2. And where our energy goes, that's where we take action
3. And where we take action, that's where we get results.

Where attention goes, our energy goes
Where our energy goes, action follows
Where actions are taken, results follow



Talk about Attention... how it all starts with attention

- So how do we improve our ability to pay attention? To focus?
- It seems like it's getting more and more difficult – multi-screen, 24/7 connected world that we live in. Right?
- Well...

[segue to mindfulness discussion]

It all starts with Attention



“Repeated studies have demonstrated that meditation can **rewire how the brain responds to stress**. Boston University researchers showed that after as little as three and a half hours of meditation training, subjects tend to **react less to emotionally charged images**.

“Other research suggests that meditation **improves working memory and executive function**. And several studies of long-term practitioners show an increased ability to **concentrate on fast-changing stimuli..**”

-Wired Magazine

-<http://www.wired.com/business/2013/06/meditation-mindfulness-silicon-valley/>

1. Repeated studies have demonstrated that meditation can rewire how the brain responds to stress.
2. This is now being referred to as “Attention Training” by Daniel Goleman
3. Boston University researchers showed that after as little as three and a half hours of meditation training, subjects tend to react less to emotionally charged images.
4. Other research suggests that meditation improves working memory and executive function. And several studies of long-term practitioners show an increased ability to concentrate on fast-changing stimuli.
5. One paper cited by the Google crew even implies that meditators are more resistant to the flu.
6. Lots of research that shows that meditation strengthens the immune system and promote neurogenesis – the growth of gray matter brain cells.

Participating in an 8-week mindfulness meditation program appears to make **measurable changes in brain regions** associated with **memory, sense of self, empathy and stress**.

"It is fascinating to see the **brain's plasticity** and that, by practicing meditation, we can play an active role in changing the brain and can **increase our well-being and quality of life**." says Britta Hölzel, PhD.

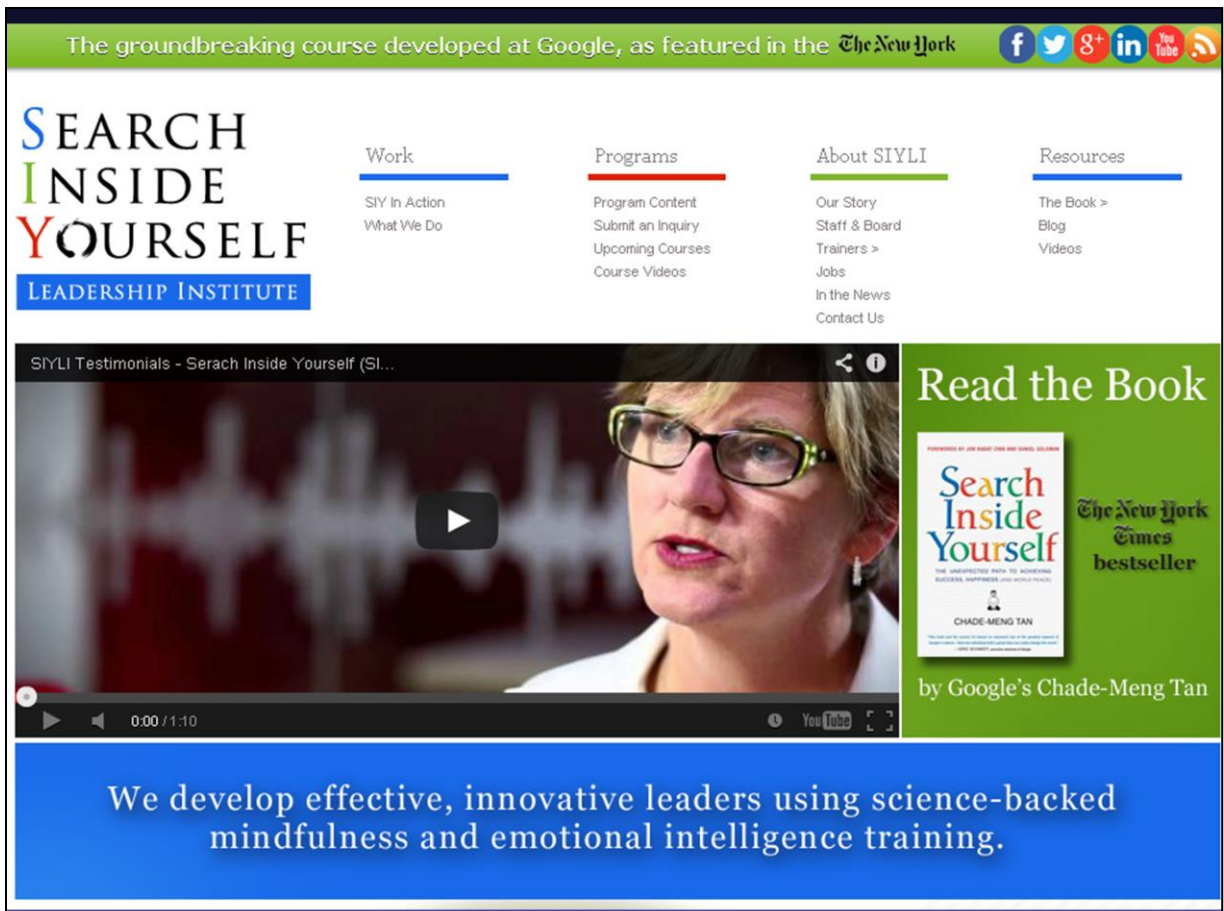
- Science News Daily

-<http://www.sciencedaily.com/releases/2011/01/110121144007.htm>

1. A recent research study reported: Participating in an 8-week mindfulness meditation program appears to make measurable changes in brain regions associated with memory, sense of self, empathy and stress management.
2. "It is fascinating to see the brain's plasticity and that, by practicing meditation, we can play an active role in changing the brain and can increase our well-being and quality of life." says Britta Hölzel, PhD.

Search Inside Yourself

1. There is so much value in engaging in these practices, that Google has developed a Leadership program focused on mindfulness meditation as a way to develop EQ.
2. The program, "Search Inside Yourself" was developed by Chade-Meng Tan (aka Meng, aka "Google's Jolly Good Fellow")
 1. Now... Meng is an engineer
 2. He, and the engineers at Google are highly practical people
 3. They are rooted in science and focused on observable results
 4. So you they would not be devoting resources to this if it was just a bunch of touchy feely new age hooey.
 5. (note you can buy the SIY book, or do the program/videos free online)
3. **Wired article:** "Across the Valley, quiet contemplation is seen as the new caffeine, the fuel that allegedly unlocks productivity and creative bursts. Classes in meditation and mindfulness—paying close, nonjudgmental attention—have become staples at many of the region's most prominent companies. "



The groundbreaking course developed at Google, as featured in the *The New York Times*

SEARCH INSIDE YOURSELF
LEADERSHIP INSTITUTE

- Work**
SIY In Action
What We Do
- Programs**
Program Content
Submit an Inquiry
Upcoming Courses
Course Videos
- About SIYLI**
Our Story
Staff & Board
Trainers >
Jobs
In the News
Contact Us
- Resources**
The Book >
Blog
Videos

SIYLI Testimonials - Search Inside Yourself (SIYLI)

Read the Book

Search Inside Yourself
THE UNEXPECTED PATH TO ACCELERATED
BUSINESS, HAPPINESS, AND PERSONAL GROWTH
CHADE-MENG TAN
by Google's Chade-Meng Tan

**The New York Times
bestseller**

We develop effective, innovative leaders using science-backed
mindfulness and emotional intelligence training.

1. This goes beyond google: General Mills, Target, Apple, Nike, Procter and Gamble and building meditation rooms and teaching mindfulness.
2. General Mills: (based in Minneapolis) Has program Known as Mindful Leadership, the General Mills programme uses a mix of sitting meditation based on Buddhist practice, gentle yoga and dialogue to settle the mind. The idea is that calmer workers will be less stressed, more productive and even become better leaders, thereby benefiting the entire organisation. Several hundred executives have taken part in the programme
3. Target, based, like General Mills, in Minneapolis, a group called “Meditating Merchants” was set up in 2010.
4. William George, A professor at Harvard Bus School and a former CEO of Medtronic (a medical device Comp.), said, that mindfulness will make you more effective as a leader. You will make better decisions.
5. Two other benefits of developing a practice of mindfulness are Happiness and Optimism. Both of which also correlate highly with influence and effective leadership...
6. Interested in starting? Make 2 minutes a day to sit and simply observe your breath. When you notice your mind has wandered, give yourself a gold star, say “wandering” and bring your attention back to your breath. Over time, try to bring this up to 5 minutes, 10 minutes, 20 minutes.
7. Your breath is always with you so it’s easy to take a few minutes here and there to do it.
8. This builds your focus muscle, and allows your attention to snap back more quickly after interruptions.



**“Choosing to act on ‘what matters’
is the choice to live a
passionate existence...**

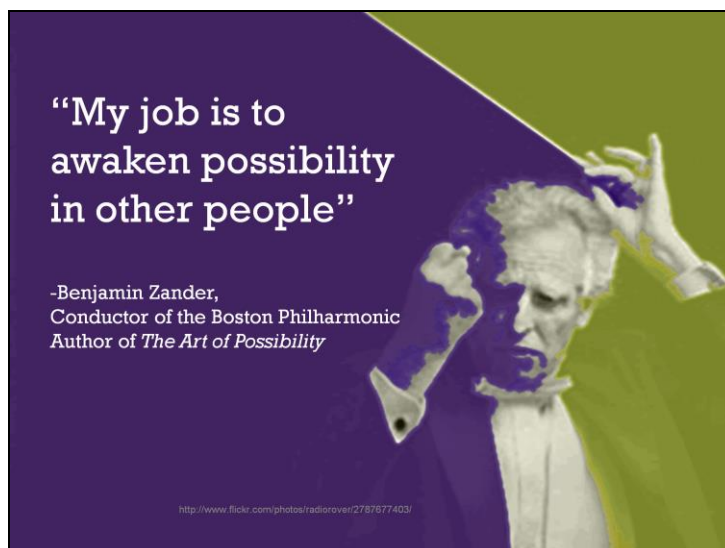
**Acting on what matters is a stance
whereby we declare
we are accountable for the world
around us and are willing to pursue
what we define as important.**

- Peter Block

1. Well, we've covered a lot
2. I want to remind you that this will all be uploaded and available soon – my comments are in the notes fields
3. As we get ready to wrap up, I want to share Peter Block's idea of acting on what matters, which I think really gets to the heart of what it means to embrace our ability to influence.
4. “Choosing to act on ‘what matters’ is the choice to live a passionate existence... Acting on what matters is a stance whereby we declare we are accountable or the world around us and are willing to pursue what we define as important.

- Peter Block

1. I'd like to leave you with a Challenge: Take a moment every day and remember that in addition to all of the tasks, all the job duties, or homework, and papers, all of the meetings and spreadsheets, all of the desk schedules, all of the data management, collections, and facilities issues, all of the emails and phone calls... Remember that at the end of the day, what we are fundamentally about as librarians, as influencers is this: To awaken possibility in others – and support them in their pursuit of that possibility
2. Think about that. And make regular time in your life to give thought to what YOU want to happen in your life, in your community, in your library, in your school, in your profession.
3. Make time to get clear on what you want to see happen and then start making some choices and taking actions that move things in the direction of your preferred future -- and encourage your staff and colleagues to do the same.
4. The world needs libraries, now more than ever, and those libraries need US. They need our best selves.
5. So I challenge you to be 100% present, to own your power and not look to someone else to take the reins, lay out the vision, push for change, or challenge the process.
6. To show up with courage and curiosity, and to invest time every day, every week, in developing yourself and your capabilities, and being conscious in your attempts to exert positive influence.
7. When we shift the way in which we conduct ourselves, we change the world. In this way we take responsibility for our piece of it. Our piece may be small, but it need not be insignificant.
8. Remember Margaret Mead said, "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."



9. With that, let me thank you for the honor of speaking with you today. Thank you for caring, and thank you for the great work you do every day, and for your passion and commitment to libraries.

[image courtesy: <http://www.flickr.com/photos/radiorover/2787677403/>]

1. Thank you! Slides will be made available with complete text of talk in the notes field.
2. <http://peterbromberg.com> | peterbromberg@gmail.com



Deleted Scenes

Deleted Scenes

Del

So much influence is about how we communicate.

1. Effective Communication is not an innate skill.
2. We all tend to make some basic cognitive errors when we communicate.
3. And...The more stressful the situation, the more prone we are as fight/flight kicks in.
4. So...

Connected Influence



**What assumptions
are you making
that no longer
serve you?**



1. Importance of self-knowledge: The key to the rest of it...
2. Know thyself
3. Take personality assessments (also EQ, authentic happiness, leadership style)
4. Take many of them – it's like having many maps
 1. It's useful to have different maps to the same terrain. Each map reveals something different.



1. Another pillar is empathy
2. And another is ability to understand social realities and create and maintain healthy relationships.
3. Learning a variety of personality models can be extremely helpful.

Know Others



- DISC
- Myers Briggs
- Enneagram
- Strengths Finder
- True Colors

When in doubt: Err on the side of the platinum rule:

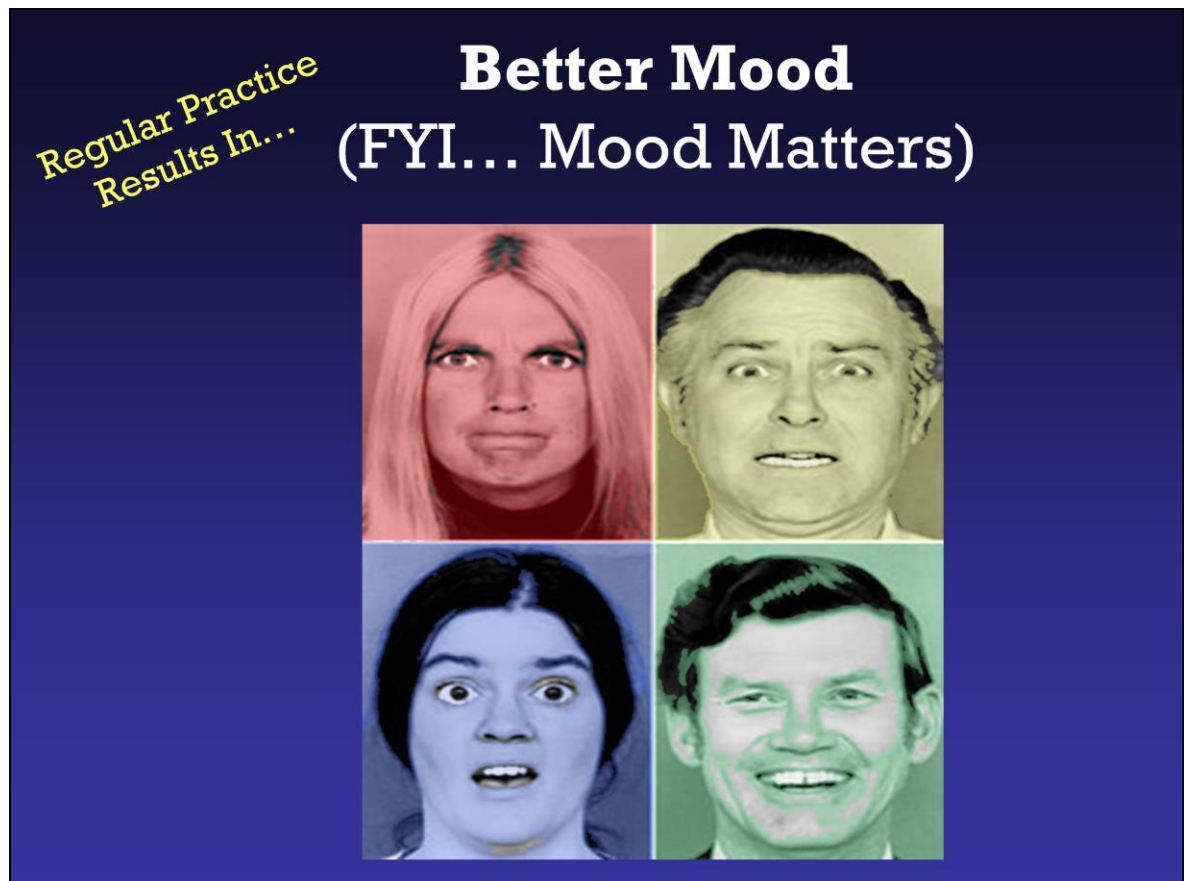
Segue into Human Beings: A manual

1. Beyond that, **to be a truly effective leader**, to be able to influence well and consistently, **means a lifelong commitment to deepening our understanding of human behavior and motivation**,
2. and we have a perfect laboratory – ourselves.

Platinum Rule

**Treat others the way
they want to be
treated**

1. **Some of you may have seen Shaun Achor's Ted Talk, or read his book "The happiness advantage".**
2. Achor presents research that shows that when our brain is in a happy state we perform significantly better than if we are in a negative, neutral or stressed state.
3. When we're happy, our intelligence rises, Our creativity rises, Our energy levels rise.
4. In fact, Achor reports that research finds that every single business outcome improves when we are happy. We 31 percent more productive than your brain at negative, neutral or stressed.
5. There is other research that shows how a happy person can raise the "group IQ" of a team or organization.
6. That's because not only are we more creative when we're happy, but happiness is contagious.



1. “When you are experiencing positive emotions like joy, contentment, and love, you will see more possibilities in your life.
2. These findings were among the first that suggested positive emotions broaden your sense of possibility and open your mind up to more options.”
3. (hint... that sounds like resourcefulness)

Happiness Research

“When you are experiencing positive emotions like joy, contentment, and love, you will **see more possibilities in your life.**

These findings were among the first that suggested positive emotions **broaden your sense of possibility and open your mind up to more options.”**

ASSUMPTION:

You are...

**Creative
Resourceful
and Whole**

1. **Assumption: you are creative resourceful and whole**
2. Coaching is not mentoring, it's not advice.
3. It's helping people get clear, get focused on what they want and how they might get there
4. But it's generated from them.
5. The coachee sets the agenda
6. One of the main roles of the coach is...

1. WC Fields classic quote, “It’s not what they call you, it’s what you answer to.” captures the essence of the power of reframing.
2. **Own your stuff** Owning your stuff is POWERFUL.
 1. Own the meaning you give to your perceptions
 2. Own what you want to happen
 3. Own the responsibility for thinking through strategic choices
 4. Own the fact that you always have choices, and can always take action
 5. Own you actions
 6. Own your successes and failures
 7. Learn from everything
3. Remember that it’s not what’s going on out there, that kicks that amygdala hijack into action, **it’s the story we’re telling ourselves about what’s going on.**
4. It’s that story played against what we want or need in any given moment. **If you can become aware – in that moment – and start telling a new story,** you start to transform the way you live your life, and ability to have a positive, directed impact.

**It’s not what
they call you,
it’s what you
answer to.**

-W.C. Fields



1. And remember that no matter what else is going on “out there”, Inside we have the choice to “continually connect our own small flame to the central flames of life and the world.
2. We cannot predict the exact details of the future, but we can have a hand in shaping the heart of the future, including its context of meaning and our commitment and courage in advancing into the unknown.

Quote from P 270, “Executive EQ” by Robert K. Cooper and Ayman Sawaf. (Perigree Books, 1993)

Continually Connect...

...one's own small flame to the
central flames of life and the world.



We cannot predict the exact details of the future, but **we can have a hand in shaping the heart of the future**, including its context of meaning and our commitment and courage in advancing into the unknown.

- Robert K Cooper, Ayman Sawaf, Executive EQ

**How Do you build the capacity,
competency and habit?**

Nicholas Burbules identified “Six Emotional Factors of effective Conversation”

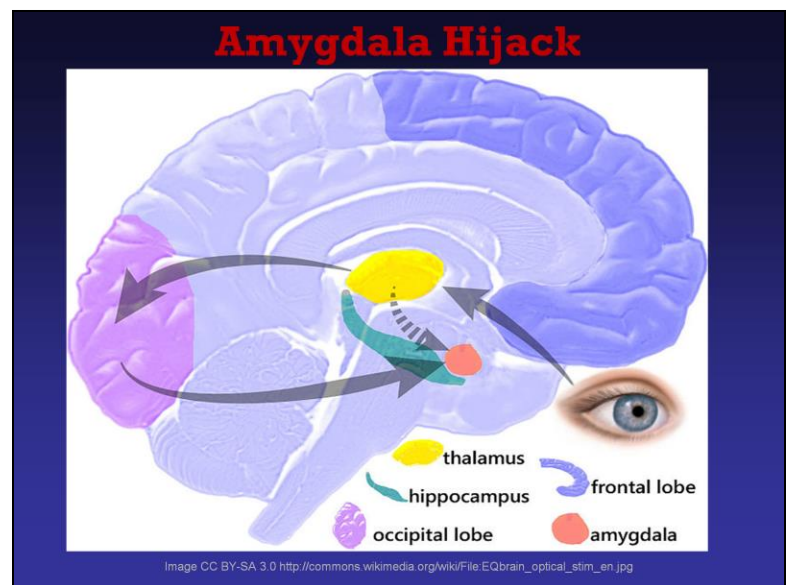
1. **Concern:** Engaging people them in conversation involves commitment to each other. **We are concerned for the other person as well as the topic.**
2. **Trust:** **We take what others are saying in good faith.** This does not mean being gullible. We still take care that our trust is not being abused.
3. **Respect:** In the face of strong disagreement, a productive conversation must be exist in a context of **mutual regard.**
4. **Appreciation:** **Valuing the unique qualities** of the other person.
5. **Affection:** Having a feeling with, and for, those taking part. (**Appreciating their personhood; your common ground as people.**)
6. **Hope:** “We engage in conversation in the **belief that it holds possibility.** Often it is not clear what we will gain or learn, but faith in the process carries us forward.”

(now... tell me this doesn't take energy... That's EQ is as soft skill or about being “nice”. Think about how much energy and preparation that this model asks for...)

Nicholas Burbules, *Dialogue in Teaching. Theory and Practice*, From:
<http://infed.org/mobi/dialogue-and-conversation/>



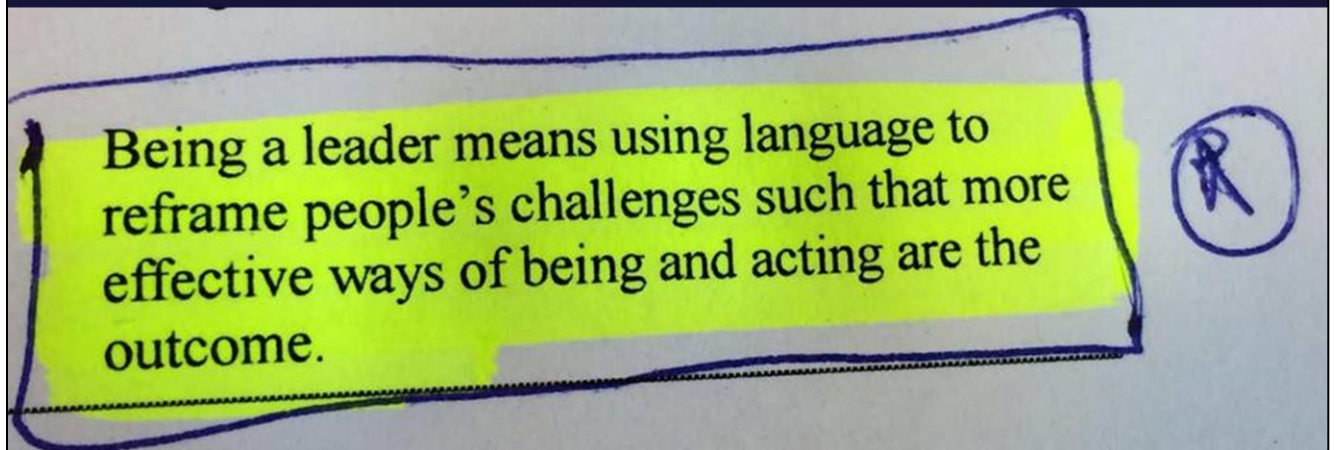
1. The amygdala triggers the HPA (hypothalamic-pituitary-adrenal) axis and hijacks the rational brain.
2. This emotional brain activity processes information milliseconds earlier than the rational brain so when we perceive threat or danger the amygdala will act before the neocortex can even get involved.
3. This can result in our acting irrationally and destructively. Think, “Road Rage”.
4. We get a “fight or flight” instruction from our brain before we even have a chance to rationally process...
 1. Heart Rate and blood pressure go up
 2. Blood goes away from brain to our limbs (getting ready to kick you in the shins, run away, or both)
5. Daniel Goleman coined the phrase “Amygdala Hijack” to describe this
6. An amygdala hijack exhibits three signs:
 1. Strong emotional reaction
 2. Sudden onset,
 3. Post-episode realization if the reaction was inappropriate.
7. **You can see why improving our self-awareness and self-management skills can be crucial.**
8. When facing someone who is in the throes of an amygdala hijack we can, through mindfulness attention training, become better at avoiding a complementary hijacking – which happens through a process of “emotional contagion.” (think: the boss comes in in a bad mood, or someone flips you off on the way to work)
9. Neuroscientist Joseph Ledoux and other research into mindfulness attention training strongly support that we can learn to control 'the amygdala's role in emotional outbursts: We can teach our neocortex to inhibit your amygdala, reducing the impulse to act, and experiencing the negative emotion in a subdued form. We can learn to detach and observe which creates space to choose a response in stead of being compelled to act on automatic fight/flight pilot.
10. To override a strong response from our brain and nervous system to fight or run takes not only practice, but courage.



1. Being a leader means using language to reframe people's challenges such that more ef

Kouzes, J.M., & Posner, B.Z. (2007). *The leadership challenge* (4th ed.). San Francisco: Jossey-Bass.

Effective Communication



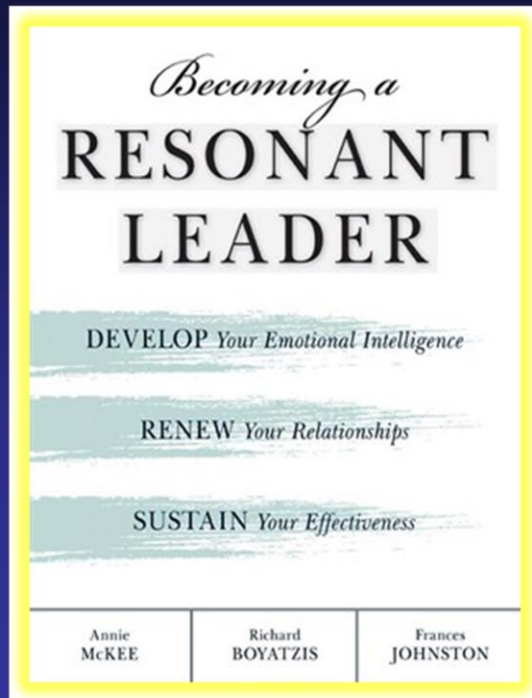
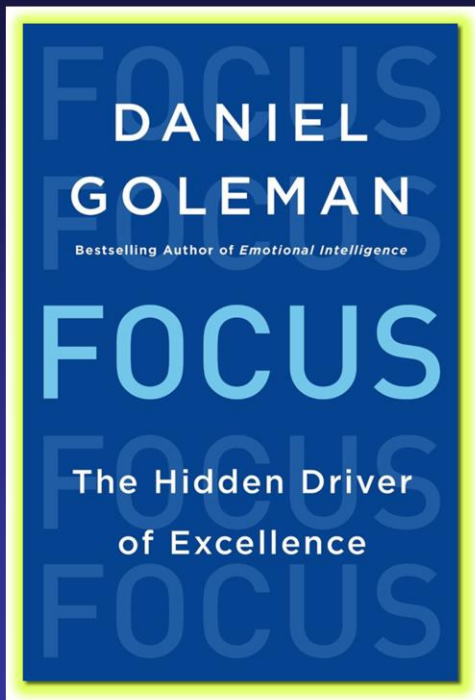
Being a leader means using language to reframe people's challenges such that more effective ways of being and acting are the outcome.

Souba, W. W. (2014). The Phenomenology of Leadership. *Open Journal of Leadership*, 3, 77-105.
<http://dx.doi.org/10.4236/ojl.2014.34008>

1. I highly recommend these two books

1. Executive EQ by Robert Cooper
2. Becoming a Resonant Leader (many helpful interactive exercises)

EQ Book Recommendations



Jill and Steve Morris, in the book, “Leadership Simple” suggest that we can control three main spheres

1. What we want
2. How we behave
3. What we perceive (i.e. the meaning we are giving the data)

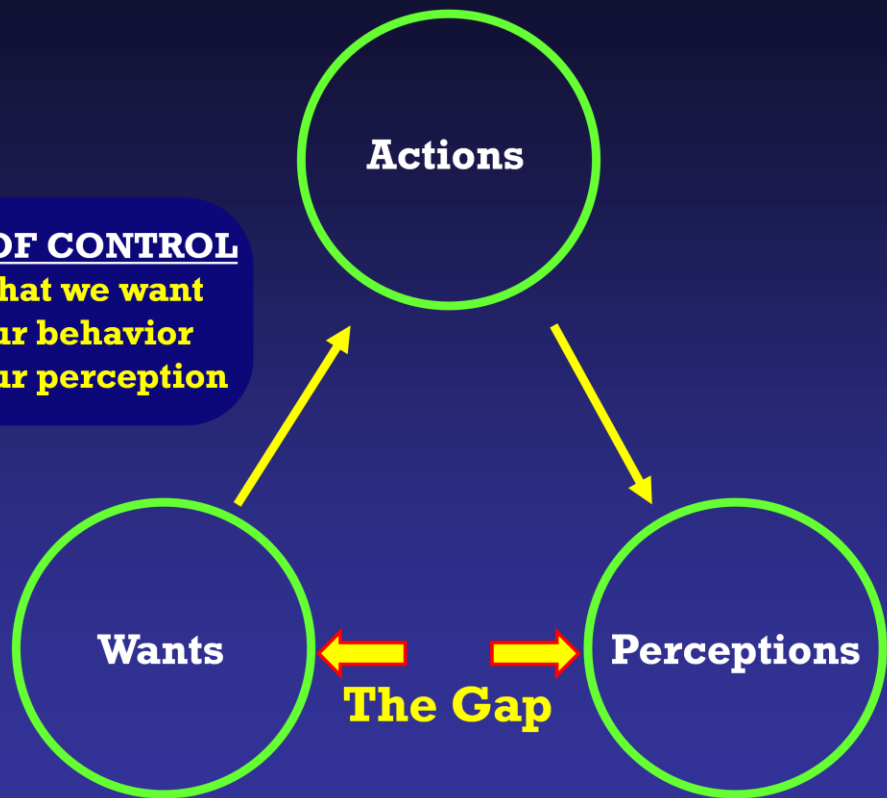
Their “triangle of perceptions, wants, and actions” help illustrate how the gap between what we perceive (i.e. how things are) and what we want (i.e. how things should be in our judgment), creates energy and that energy can be used to move into action.

Getting into action to create a preferred future is the key to practical change, and the basis for their coaching model

The Triangle of Perceptions, Wants, and Actions

THREE SPHERES OF CONTROL

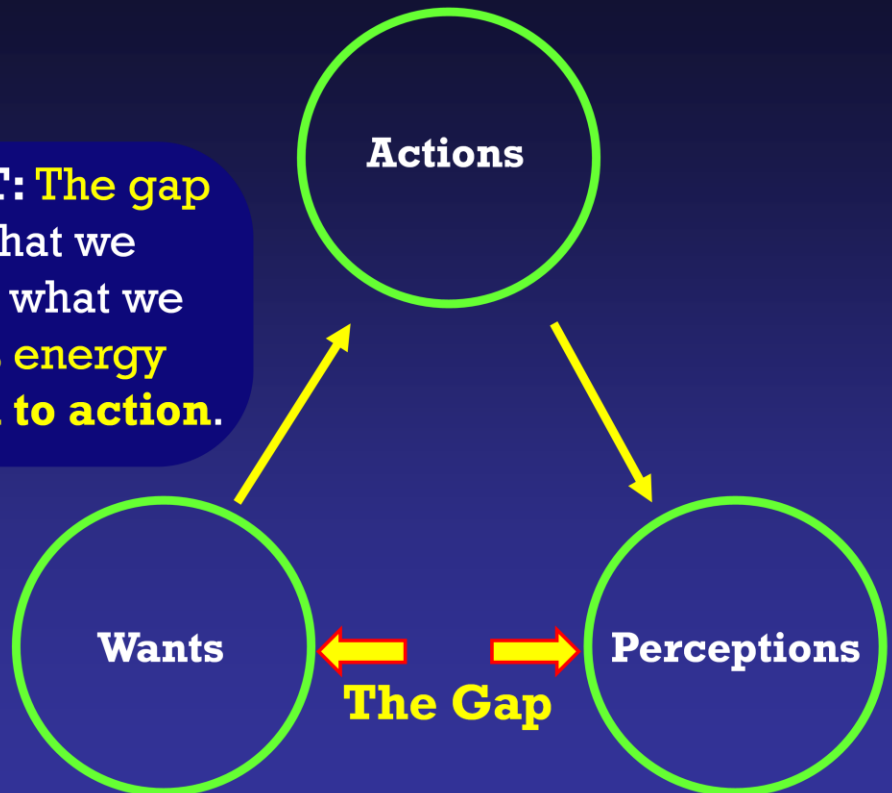
- We can change **what we want**
- We can change **our behavior**
- We can change **our perception**



Based on The Triangle of Choice, in Leadership Simple by Steve and Jill Morris

The Triangle of Perceptions, Wants, and Actions

KEY INSIGHT: The gap between what we perceive and what we want creates energy which can lead to action.



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Some of you may have seen Shaun Achor's Ted Talk, or read his book "The happiness advantage".

http://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work?language=en

1. Achor presents research that shows that when our brain is in a happy state we perform significantly better than if we are in a negative, neutral or stressed state.
2. When we're happy, our intelligence rises, Our creativity rises, Our energy levels rise.
3. In fact, Achor reports that research finds that every single business outcome improves when we are happy. We are 31 percent more productive than our brain at negative, neutral or stressed.
4. There is other research that shows how a happy person can raise the "group IQ" of a team or organization.
5. That's because not only are we more creative when we're happy, but happiness is contagious.

Better Mood (FYI... Mood Matters)

TALKS | TEDx

Shawn Achor: The happy secret to better work

FILMED MAY 2011 • POSTED FEB 2012 • TEDxBloomington



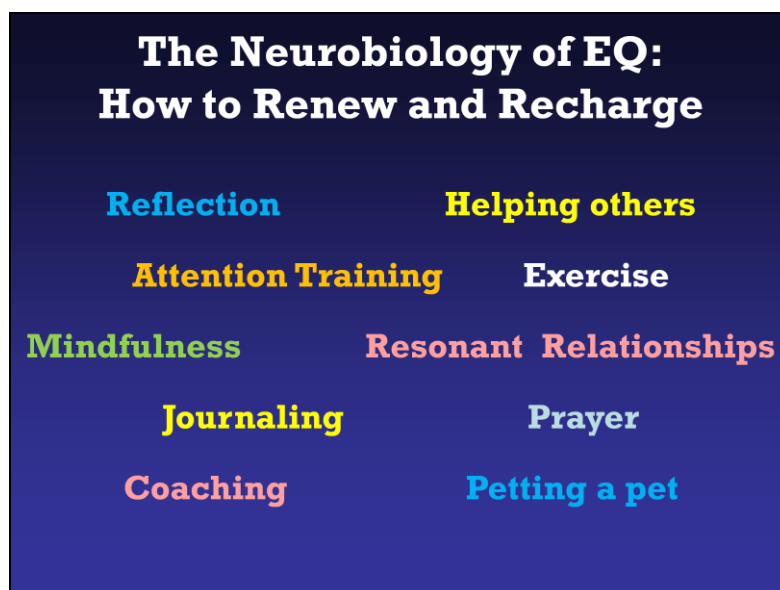
There are a number of activities that we can engage in that have a direct affect on our brain chemistry as well as our nervous systems. These behaviors help to “renew” us and undo the negative impact of chronic stress. How??

These all activate the “default mode network” in your brain (this network enables you to be open to new ideas, people, or emotions, tune into others.” In contrast to the “Task positive network” which allows us to focus on a task, make a decision – but it also closes us to possibility, and to new ideas and people.

These networks are largely independent of each other and suppress each other. We clearly need and use both networks. But it’s estimated that our task positive network is active 2/3 of the time. Engaging the behaviors we’ve mentioned (basically behaviors that relax us – NOT SURFING THE WEB --) activate our default mode network.

These behaviors help renew our energy and openness to people and ideas by activating our parasympathetic nervous system

- Releases Oxytocin
- increases blood flow (feel warmer), blood pressure goes down, pulse goes down. Breathing slows and gets deeper
- These activities, and the renewal and the engagement of our Parasympathetic Nervous System also results in:
 - Neurogenesis (neural growth – brain repair)
 - immune system engages at its fullest capacity
 - Increased openness to ideas, people (especially if they are different), new possibilities, learning, adaptation and change.
- Without these regular experiences of renewal, chronic stress will affect our health, and our EQ/SQ, closing us off from people and possibility



1. Show movie: https://www.youtube.com/watch?v=VrSUe_m19FY
2. So that's what it looks like when we are NOT in a state of resourcefulness
3. Answers that seem obvious to others are not obvious to us
4. Instead of seeing 360 degrees, we may only see a narrow range of options
5. To be influencers, to be LEADERS we must learn to expand our state of resourcefulness
6. **Coaching is one very effective way to do that**



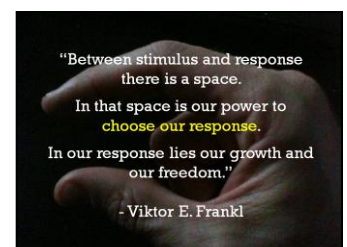
“Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.”

Viktor E. Frankl

1. But there are also always choices
2. Conference is a time to come together, and make a little space to reflect, to open ourselves up to new ideas and new ways of seeing.
3. It's a time to My job today is to help you hang out in that space.
 1. A little space for perspective.
 2. A little space for a shift in perspective.
 3. An opening to think creatively about the choices you have individually and collectively to focus your attention and your energy.

Photo credit: Peter Bromberg

[CLICK]



1. **Mindfulness:** meditation, yoga, tai chi, prayer (to a loving god), physical exercise in moderation (but consistently)
2. **Hope:** Thinking/talking about future dreams, being hopeful about the future. Visioning/visualizing a positive future
3. **Compassion:** Being in a loving relationship; having pets you can pet; volunteering to help others.
4. **Playfulness:** Laughing with others

Four Key Experiences that renew and build resilience

Mindfulness

Hope

Compassion

Playfulness

If there's time... Show Derek Severs, How to Start A Movement

http://www.ted.com/talks/derek_sivers_how_to_start_a_movement?language=en

The power of followership



See “Facts, Fiction, and the Future”, by Betty S. Flowers forward to Shaping Our Future, Facilitator’s Guidebook
http://ffof.org/sof/guide_pdf/1-10.pdf

Three Stories About Meaning

1. Victim
2. Hero
3. Learning